

# OSSES IEP Development Form

OSSES Reviewer\*

## Student Information

Student Name\*

Excent (Local) ID #\*

State ID #\*

School\*

DOB\*

<input type="text"/>	<input type="text"/>	<input type="text"/>
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# IEP Review

Date of IEP Reviewed\*

Type of IEP Reviewed\*

## Additional Documents Reviewed

- ☐ MDR ☐ IEP Amendment ☐ Referral/Evaluation Planning ☐ Reevaluation Review ☐ Eligibility Determination ☐ PWN ☐ Meeting Notice ☐ Transfer of Rights ☐ BIP ☐ FBA ☐ Evaluation Consent ☐ Part C to B Transition Meeting Summary/Notes ☐ Evaluation Report ☐ Other:

1. Did the LEA take the required steps to ensure that the parents could meaningfully participate in the IEP process, and did the LEA obtain parent consent when necessary?\*

- ☐ Yes  
☐ No

If no, what was not completed appropriately?

- ☐ Consent for evaluation/reevaluation ☐ Notification of evaluation procedures ☐ Input from parents for reevaluation review ☐ Meeting notice ☐ Two varied attempts to reach parents ☐ Provision of evaluation reports/other necessary information to parents in advance of meeting ☐ Arranging for an interpreter ☐ Offer of alternative means for participation ☐ Provision of notice of procedural safeguards ☐ Consent for initial provision of services ☐ Parent notification/agreement for any IEP changes made outside of team meetings ☐ Other:

## Comments

**2. Did the LEA ensure that the necessary parties were invited to and/or participated in the IEP process?\***

- ☐ Yes  
☐ No

If no, what was not completed appropriately?

- ☐ Participation of LEA representative ☐ Participation of general education teacher ☐ Participation of special education teacher ☐ Participation of individual to interpret results ☐ Invitation sent to Part C representative ☐ Consent to invite outside agency obtained ☐ Invitation sent to outside agency  
☐ Other:

**Comments**



**3. Did the LEA adhere to required timelines and procedures, including those for initial evaluations and reevaluations?\***

- ☐ Yes  
☐ No

If no, what timeline was missed or what procedure was not followed?

- ☐ Initial eligibility timeline ☐ Part C to B IEP implementation by third birthday ☐ Annual IEP timeline  
☐ Reevaluation review timeline ☐ Variety of measures used in evaluation ☐ Eligibility criteria guidelines ☐ Procedures for identifying specific learning disability ☐ Reevaluation review (with parent input) ☐ Explanation of determination that no additional data needed (reevaluation) ☐ Notice to parents of right to request additional information (reevaluation) ☐ IEP amendment procedures followed  
☐ Other:

**Comments**



**4. Did the IEP team appropriately consider all relevant special factors? \***

- ☐ Yes  
☐ No

If no, what special factors were not appropriately considered?

- ☐ Behavior that impedes the child's learning or that of others ☐ Braille (blind or visually impaired) ☐  
Communication needs ☐ Assistive technology devices and services ☐ Limited English Proficiency  
☐ Other:

**If an FBA was conducted in the last year, what was the date of consent for the FBA?**



**If an FBA was conducted in the last year, on what date was the FBA completed?**



**Comments**



**5. Did the IEP team develop an appropriate statement of present levels of academic achievement and functional performance? \***

- ☐ Yes  
☐ No

If no, what was not included or completed appropriately?

- ☐ Statement of academic, developmental, and functional strengths ☐ Statement of academic, developmental, and functional needs ☐ For K-12 student, statement of how disability affects student's progress in the general education curriculum ☐ For preschool student, statement of how the disability affects the child's participation in appropriate activities ☐ Consideration of current data and information ☐ Sufficient findings (baseline data) to formulate measurable annual goals ☐ Other:

### Comments

**6. Did the IEP team develop appropriate, measurable annual goals and designate how and when the goals would be measured and progress reported to parents? \***

- ☐ Yes  
☐ No

If no, what are the deficiencies with respect to the goals?

- ☐ Cannot be measured as written (too vague, too many parts, etc.) ☐ Do not address identified needs in PLAAFP ☐ Not based on current data (same goal(s) as last year) ☐ Do not adequately identify means and materials used for measurement/inappropriate measurement devices ☐ Cannot ascertain starting and/or ending points ☐ Not skills based ☐ Do not designate appropriate time intervals for progress reporting ☐ Student taking alternative assessment, but no objectives ☐ Other:

### Comments




**7. Did the IEP team appropriately develop: measurable post-secondary goals and a statement of transition services, including course of study? \***

- ☐ Yes  
☐ No  
☐ Not Applicable

If no, what was not completed appropriately?

- ☐ Post-secondary education/training goal ☐ Post-secondary employment goal ☐ Post-secondary independent living goal (if applicable) ☐ Identification of transition services ☐ Course of study  
☐ Other:

### Comments



**8. Did the IEP team appropriately identify in the IEP: special education and related services; supplementary services; testing participation; and classroom and testing accommodations and modifications? \***

- ☐ Yes  
☐ No

If no, what was not documented appropriately?

- ☐ Identification of special education services ☐ Time and frequency of special education services ☐  
Identification of related services ☐ Time and frequency of related services ☐ Identification of  
supplementary services ☐ Time and frequency of supplementary services ☐ Classroom  
accommodations ☐ Program modifications ☐ Participation in State-wide and District-wide testing ☐  
Testing accommodations and/or modifications ☐  
☐ Other:

#### Comments

**9. Did the IEP team appropriately explain the extent to which the student will not participate in general education classes and activities, and the IEP team's decisions with respect to least restrictive environment (LRE)?\***

- ☐ Yes  
☐ No

If no, what was not completed appropriately?

- ☐ LRE time and/or percentage calculations ☐ Removal justification ☐ Nonparticipation designation  
☐ Documentation of LRE considerations  
☐ Other:

#### Comments

**10. Did the IEP team appropriately consider the need for extended school year services?**

- ☐ Yes  
☐ No

If no, what were the deficiencies with respect to consideration of ESY?

- ☐ ESY not addressed by the IEP team ☐ ESY decision not based on individual student considerations  
☐ ESY decision not based on current information/data ☐ Insufficient description of ESY program  
☐ Other:

**Comments**



**11. Did the LEA provide appropriate notice (PWN) to the parents in a reasonable time before changing, or refusing to change, the student's eligibility, evaluation, program, or placement?\***

- ☐ Yes  
☐ No

If no, what were the deficiencies with respect to the PWN?

- ☐ No PWN provided ☐ PWN prepared before IEP team meeting ☐ PWN provided after change  
☐ PWN not in understandable language ☐ Insufficient description of action ☐ Insufficient explanation of proposal or refusal ☐ Insufficient description of other options considered ☐ Insufficient description of information used ☐ Insufficient description of other relevant factors ☐ Inappropriate outside assistance contact list  
☐ Other:



**Comments**



**12. If there was disciplinary action that involved a potential change in placement for the student, did the LEA follow the applicable procedures? \***

- ☐ Yes  
☐ No  
☐ Not Applicable

If no, what was not completed appropriately?

- ☐ Parents notified of proposed disciplinary action ☐ Parents given notice of procedural safeguards  
☐ Consideration of pattern of removals ☐ MDR held within ten school days ☐ MDR meeting  
(necessary participants) ☐ MDR determination (appropriate criteria) ☐ Provision of services during  
removal ☐ Post MDR IEP ☐ FBA/BIP development or revision  
☐ Other:

**Comments**



### Corrective Actions

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